

## Amplify Science: Getting started look-for tool

<p><b>Look for #1: Students are accessing the resources:</b> <i>This category is intended to highlight visible signs of using the Amplify Science curriculum. These observations can be made over 5-10 minutes or longer.</i></p>	
Sample evidence through observations and questions	Notes and observations
<p><b>Classroom environment look-fors:</b></p> <ul style="list-style-type: none"> <li>● Classroom wall</li> <li>● Co-constructed charts</li> <li>● Established routines for ease of access to resources</li> <li>● Projections and posters are clear</li> </ul> <p><b>Student look-fors:</b></p> <ul style="list-style-type: none"> <li>● Referencing classroom wall resources as appropriate</li> <li>● Accessing digital tools, print, and physical resources with ease</li> </ul>	

<p><b>Look for #2: Students are engaged in gathering evidence from multiple sources to Investigate Phenomena.</b> This category is intended to highlight how students are accessing the curriculum in a way that promotes three-dimensional learning. These look-fors need at least 15 minutes to a full lesson, or multiple lessons, to observe.</p> <p><i>Tip: Reference the 3-D statement and the “Standards and Goals” section in the specific lesson you are observing for the specific core ideas, crosscutting concepts and science and engineering practices in the lesson.</i></p> <p>Indicators of engaging with multiple sources of evidence may include students figuring out phenomena like a scientist, engaged in 3-D learning. You will notice students participating in multiple modalities (do, read, talk, write and/or visualize), during which they use academic language and unit words to access and convey ideas. Over time, you will notice students having multiple opportunities to construct understanding.</p>	<p style="text-align: center;"><b>Notes and observations</b></p>
<p><b>Sample evidence through observations and questions</b></p> <p><b>Classroom environment look-fors:</b></p> <ul style="list-style-type: none"> <li>● Students engaged in their work in pairs, in small groups, as a full class, or individually.</li> <li>● Students engaged in one or more of the Science and Engineering Practices to figure out core ideas, and/or applying crosscutting concepts to connect what they are learning to other ideas in science.</li> </ul> <p><b>Student look-fors</b></p> <ul style="list-style-type: none"> <li>● Students writing or drawing</li> <li>● Students engaged in hands-on investigations, modeling or design</li> <li>● Students engaged in digital investigations or modeling</li> <li>● Students reading</li> <li>● Students discussing</li> </ul> <p><b>Student Questions to ask:</b></p> <ul style="list-style-type: none"> <li>● What are you figuring out today?</li> <li>● What can you tell me about the chapter question?</li> <li>● How did you figure that out? What is your evidence?</li> </ul>	

**Look for #3: Students engage in deep learning over time, along the Progress Build.** This category is intended to highlight how students are deepening their understanding over time and may require observations over time, across multiple class periods within a unit.

Indicators of deepening understanding along the progress build may include how students constructing increasingly complex explanations over time. You may notice students engaged in flexible, differentiated small group instruction in response to assessment. Over time, students working towards meeting grade-level expectations for practices, CCC, or DCIs in the NGSS.

**Sample evidence through observations and questions**

**Notes and observations**

**Classroom environment look-fors:**

- Lesson connecting to prior or future learning;

**Teacher questions:**

- In this lesson, what are students figuring out?
- Are there some students who are having some difficulty engaging in practices, understanding core ideas or applying CCCs? What are next steps for them?
- What are you learning from your students that is impacting your instructional plans?

**Student questions:**

- What have you figured out so far in this unit?
- Has your thinking changed over time?